



Coaching and Developing Teachers toward our Vision of Excellent CTE Instruction

Objectives

During our time today we will:

- Describe how coaching can support CTE educators in your district.
- Describe how coaching connects to the work you are already doing and what role you can play in supporting the implementation of coaching in your district.
- Describe how a Vision of Excellent CTE Instruction supports larger department goals.
- Observe a video of a CTE classroom in TN and make connections between the video, the coaching model, and the Vision of Excellent CTE Instruction.

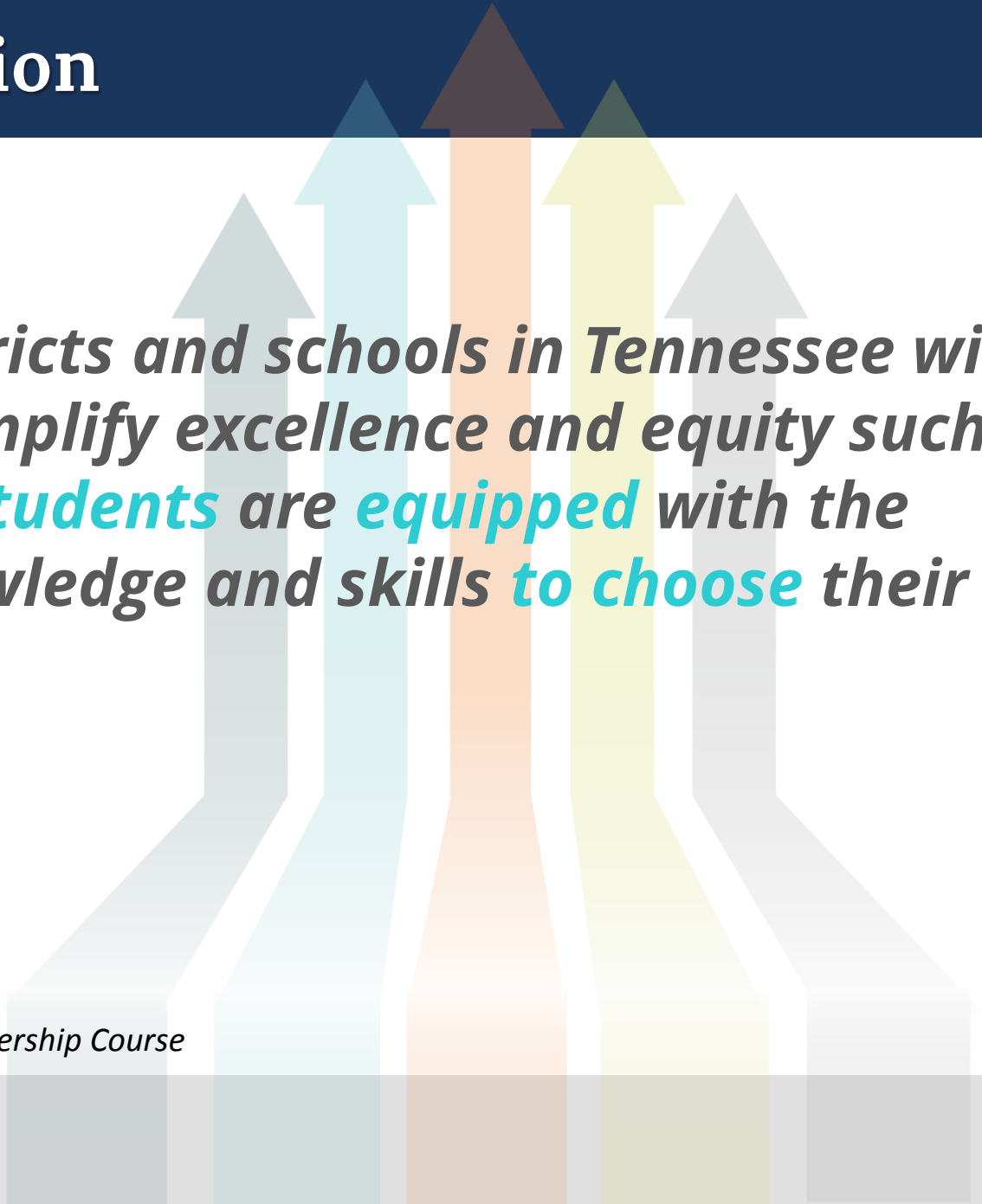
Agenda

Item
Objectives and Agenda
Are Our Students Ready?
Supporting Student and CTE Teacher Readiness
Vision of Excellent CTE Instruction
Making Connections
Video Activity 1: Vision of Excellent CTE Instruction
Introduction to the Coaching Cycle and Video Activity 2
Closing & Adjourn



Are our Students
“Ready”?

Our Vision



*Districts and schools in Tennessee will exemplify excellence and equity such that **all students** are **equipped** with the knowledge and skills **to choose** their path in life.*

From *Integrated Leadership Course*

What is a ready student?

"Ready" Student In the CTE Classroom

- **Critical thinking & problem solving**
- **Knowledge**
- **Goals and Dreams**
- **Actions and Accountability**
- Well-versed in industry relevant content
- 21st century skills
- Work-Based Learning
- EPSOs
- CTSO involvement
- Industry certification
- Reading and writing to comprehend industry specific texts
- Etc...

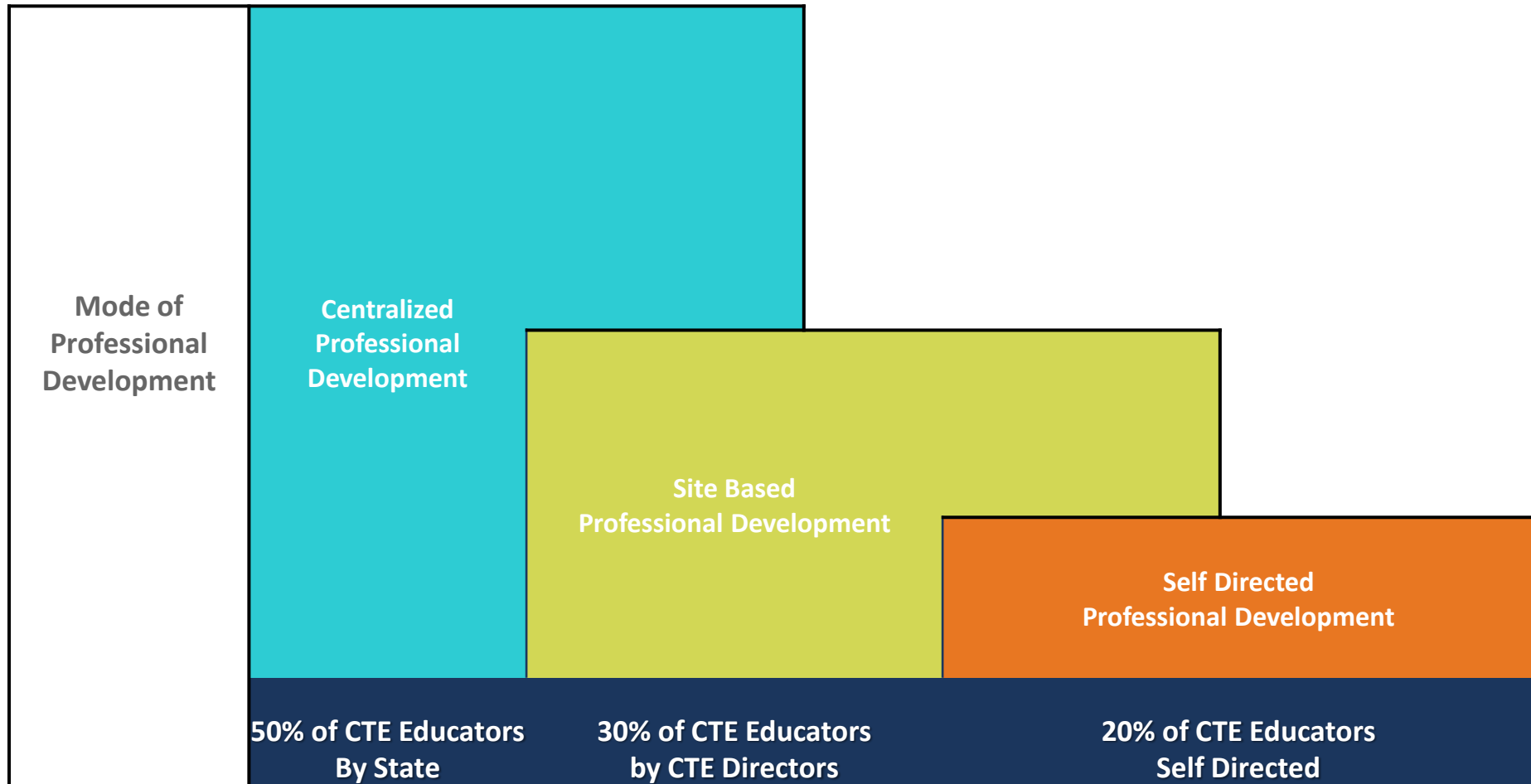
"Students **are ready** when they demonstrate the skills to move on to postsecondary and can choose their path in life".



TM

Supporting Student
Readiness

Professional Development Model



Study Council Focus

Scope & Sequence

The scope and sequence for the 2015-16 Study Council professional development is designed to build foundational knowledge and skills for a coaching model that you can be implemented locally to support CTE teachers across Tennessee.



TM

**Vision of Excellent
CTE Instruction**

Purpose of the Vision of Excellent CTE Instruction

Important for leaders across the state to have a clear vision of what excellence in CTE looks like. It ensures all support and development for teachers drives toward student readiness.

Vision as Foundation

Vision of Excellent CTE Instruction

Centralized PD

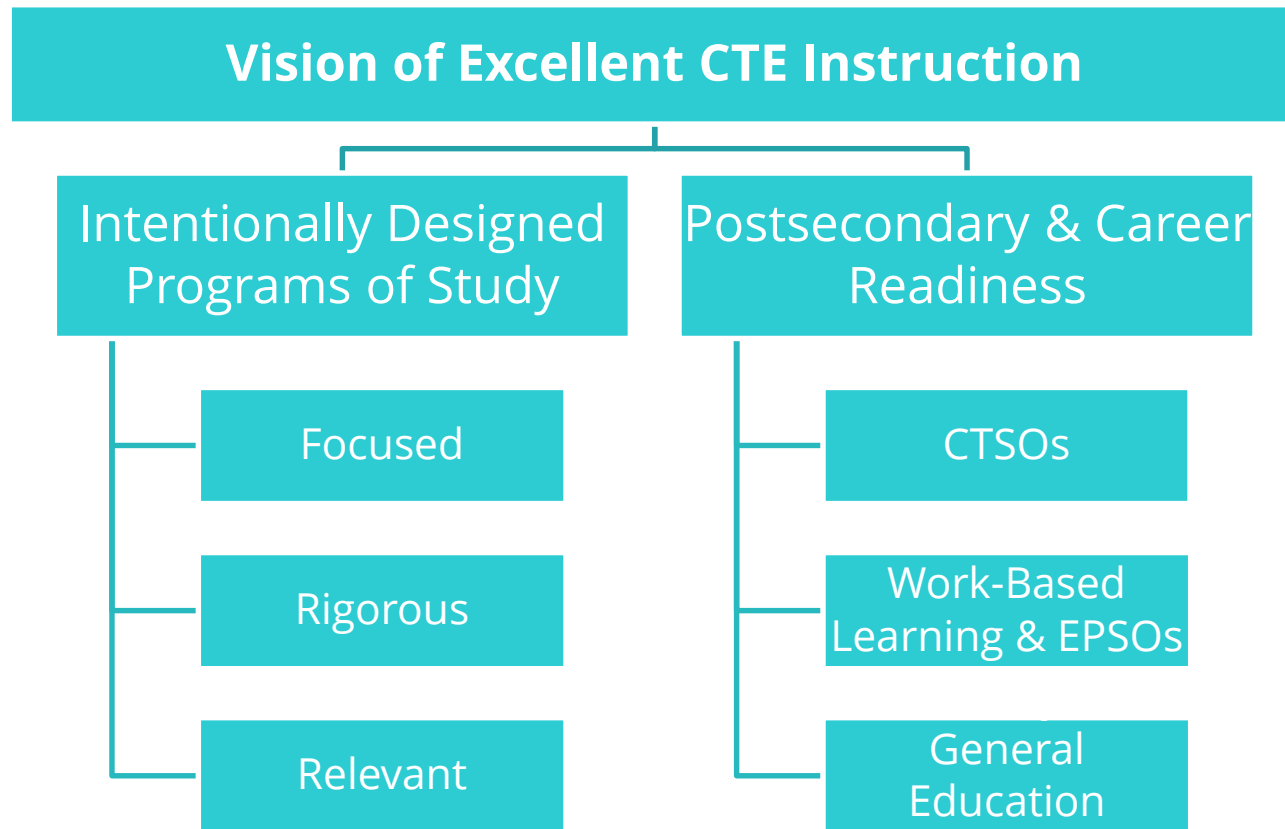
Site Based PD &
Coaching

Self-Directed PD

The vision of excellent CTE instruction will serve as the backbone of all PD and coaching. If all key players involved in supporting CTE teachers have a cohesive vision of what excellent teaching looks like, we will be more likely to increase teacher performance and therefore student outcomes.

Vision of Excellent CTE Instruction

Defining the Ready CTE Teacher



How will having a unified Vision impact CTE instruction in your district?
How will this vision ensure our students and teachers are “ready”?

How does this vision support department goals and priorities?

Table Group Activity:

- Locate the envelope in the center of your table.
- Read the assigned goal or priority.
- Discuss how the Vision of Excellent CTE Instruction supports your assigned department goal or priority.





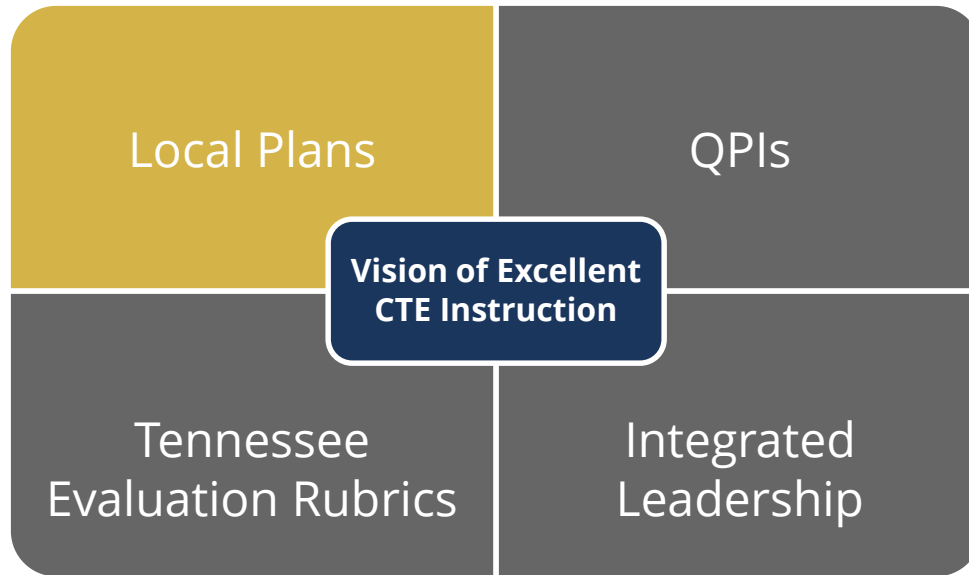
Making Connections

Vision of Excellent CTE Instruction Connections

As CTE Directors, you wear **many** hats. The intent of coaching toward the Vision of Excellent CTE Instruction is to support other streams of work you are already doing.



Vision of Excellent CTE Instruction Connections

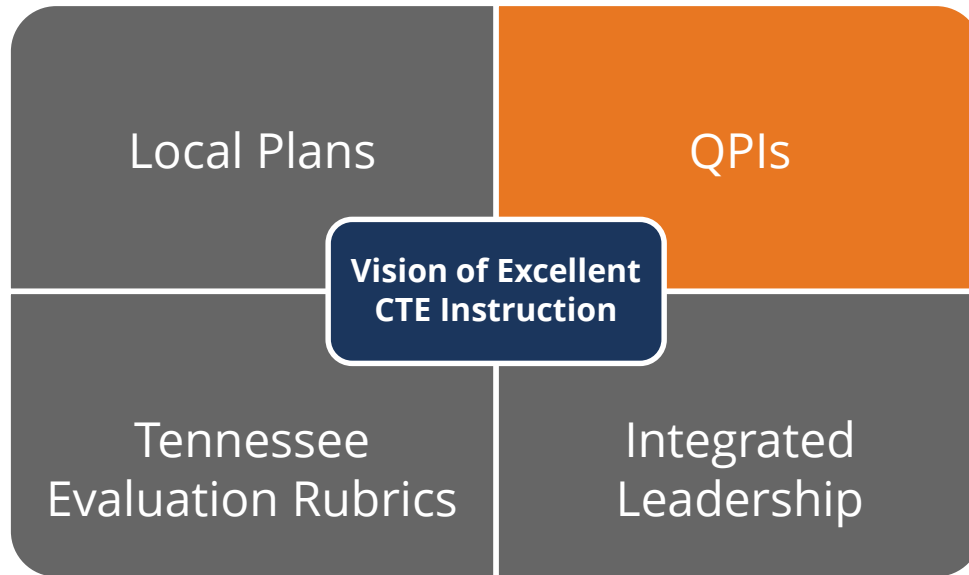


Connections to Local Plans:

- **Local Plan** components c, d, f, g, h, k, m.
- **Professional development** components that must be included as either pre-service or in-service training such as: PD1, PD2, PD4.
- **Perkins IV Core Indicators of Performance** such as 1S1, 1S2, 1S3.
- **Sample PD activities** for local plan components can include PD on coaching.

What local plan components connect directly or indirectly to the Vision of Excellent CTE Instruction?

Vision of Excellent CTE Instruction Connections

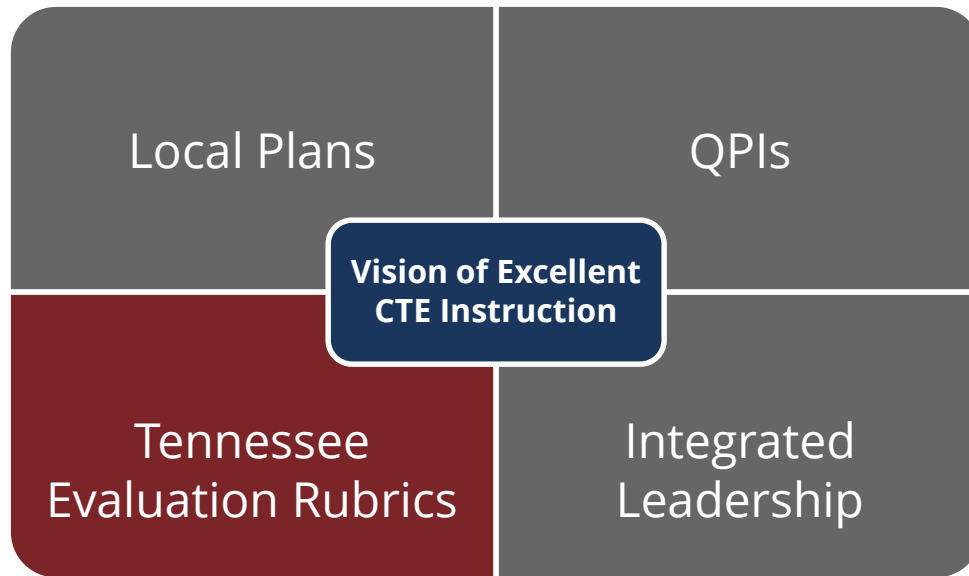


Connections to QPIs and RBM:

- Programs teaching the state approved curriculum standards (**QPI 4**).
- Programs being supported by current labor market data to support high skill, high wage, or high demand jobs (**QPI 6**).
- Programs that teach all aspects of industry (**QPI 7**).
- Programs having a Career and Technical Student Organization (CTSO) as a support for the instructional program (**QPI 9**).
- Programs promote CTE and academic curriculum integration (**QPI 10**).

What Quality Program Indicators connect directly or indirectly to the Vision of Excellent CTE Instruction?

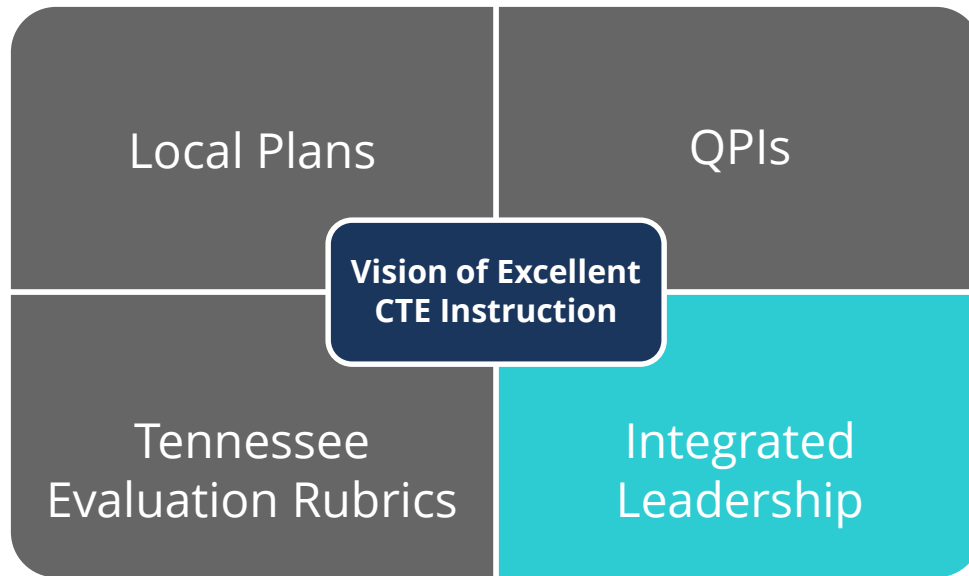
Vision of Excellent CTE Instruction Connections



Connections to Tennessee Evaluation systems:

- **Teacher Actions** aligned to evaluation rubrics
- **Example Teacher Action (Vision, page 3)**
 - Design learning objectives and lessons that meet or exceed state standards that have high expectations of student performance.
 - **TEAM:** Standards and Objectives
 - **Project Coach:** Planning & Preparation for Learning
 - **TEM:** TEACH 1- Objective Driven Lessons

Vision of Excellent CTE Instruction Connections



Connections Integrated Leadership Course:

- Yearlong Focus: **Improving Instruction**
- Ready Student: **Thinking & Problem Solving**, Knowledge, Goals & Dreams, Actions and Self-Accountability.
- Ready Teacher: Content delivery and soft skill development
- Defining and operationalizing good instruction (**focus, rigor** coherence)
- Leveraging teacher **feedback, teacher leaders** & teacher partnerships (coaching and mentors)



Video Activity 1: Vision of Excellent CTE Instruction

Using the Vision as a Tool

Video Guidance

Tools:

- **Vision of Excellent CTE Instruction**
- **Note Taking form (p. 4-5)**
- **Transcript (p. 7-9)**

As you watch the video:

- Consider the main components of a vision-aligned CTE classroom such as rigorous instruction, general education and literacy integration, industry relevance, etc....
- Take notes about how this class aligns or does not align with the vision.
- As needed, consult the teacher and student actions on pp. 3-4.

Video Observation



Course and Grade Level: Health Science Cardiovascular Services 11th and 12th graders

Standard(s): Standard 7, 20, and 21

Objective: I can relate Need to Know information from articles to “Grand Rounds” (e.g. Fetal Circulation, Nephron & Diuretics, etc.)

Video Debrief

Debrief

With table groups discuss:

- How is this teacher ensuring students are **“ready”**?
- How does the instruction in this classroom compare to classrooms you have observed in your district?
- What classroom evidence did you capture that was aligned or not aligned to the vision?
- How might coaching toward the Vision of Excellent CTE Instruction benefit this teacher?



Introduction to the Coaching Cycle and Video Activity 2

A Comprehensive Approach to Teacher Development

Teachers can improve
by receiving
individualized support
through *coaching*.

CTE directors and
administrators can
also respond to the
needs of CTE teachers
through differentiated
*professional
development.*

Coaching and Professional Development go hand-in-hand

Why Coaching?

THE WORK

48 Teachers

6 Schools

2,500 Students reached

THE IMPACT

87% Of coached teachers met rigorous growth goals.

100% Of teacher respondents said coaching improved their instruction.

100% Of principal respondents said their school progressed over the year.

Our expert coaches provided in-classroom coaching, co-planning with state standards, and lesson rehearsals.

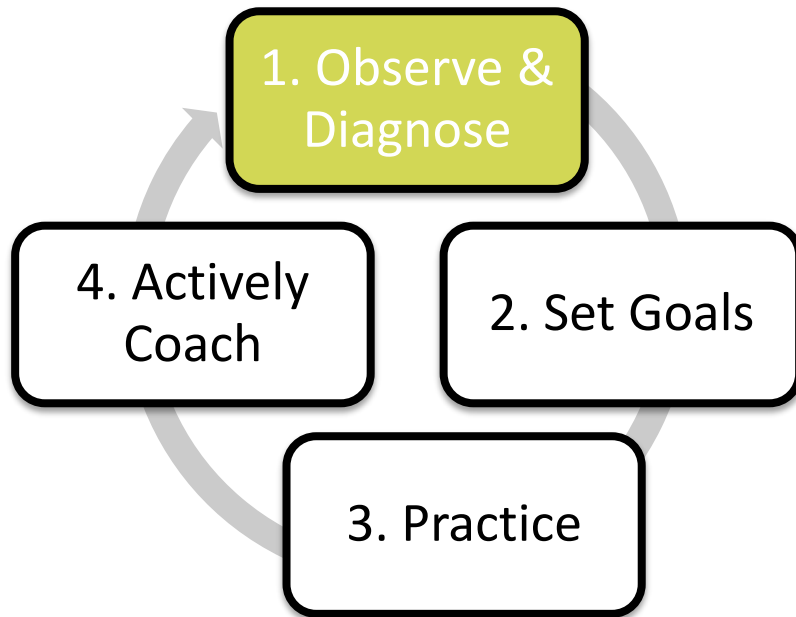
Coaching Cycle

The most powerful opportunity we have to improve teacher effectiveness is in the context of their classrooms.

Coaching cycles promote rapid, continuous improvement.



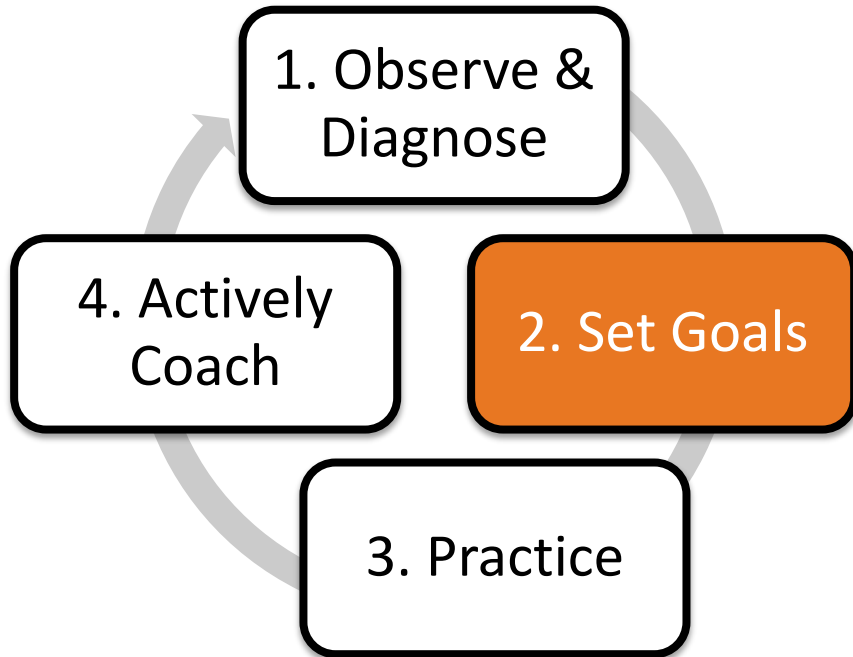
Stage 1: Observe & Diagnose



Stage 1- Observe and Diagnose includes:

- Observing a teacher and taking thorough notes about teacher and student actions.
- Identifying the area of development that will have the **biggest impact** on teacher and student outcomes.

Stage 2: Set Goals



Stage 2- Set Goals includes:

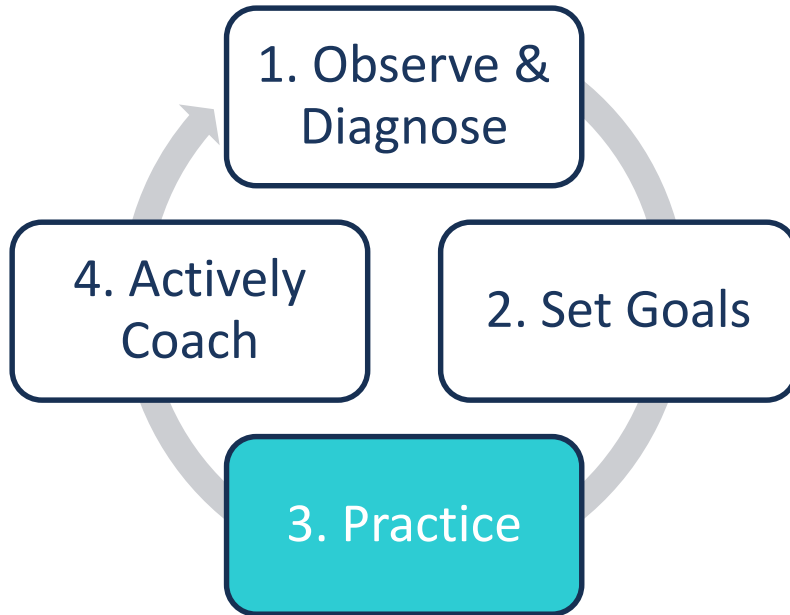
- Discuss and plan interventions with the teacher via a coaching conversation.
- The coaching conversation includes: discussing teacher performance in the lesson, offering direct feedback, and charting or refining a path for **measurable improvement** to meet goals for improvement.

Stage 2: Set Goals Video



What impact could achieving this goal have on students?

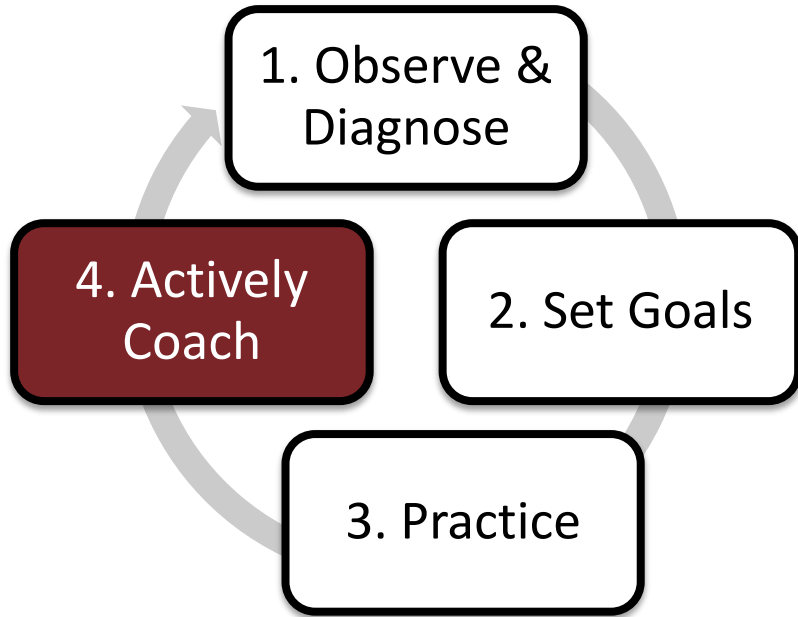
Stage 3: Practice



Stage 3- Practice includes:

- Designing and facilitating a practice experience for teachers aimed at building knowledge or skills for an area of development or refinement.
- Offering **bite-sized, actionable feedback** for measurable improvement.

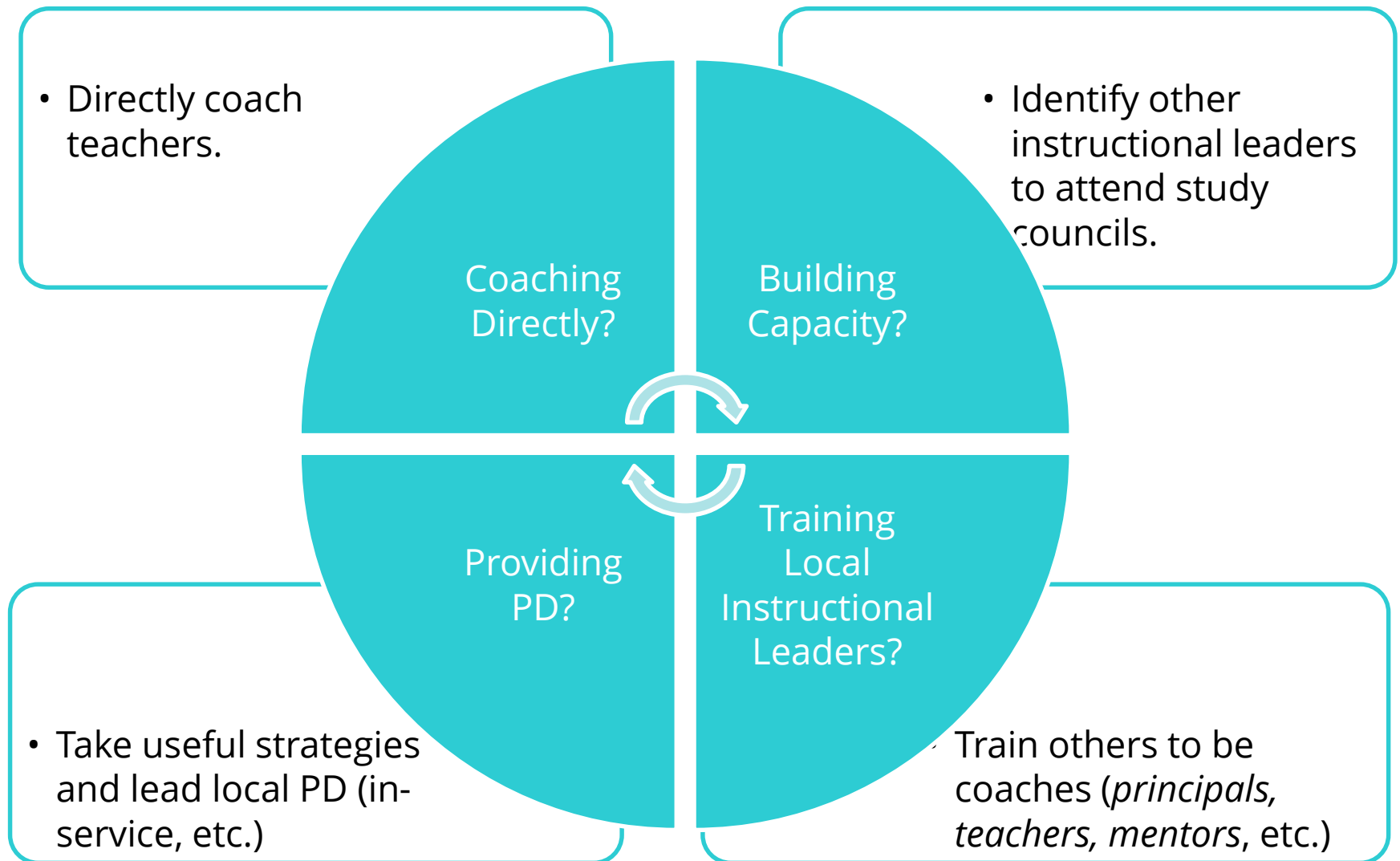
Stage 4: Actively Coach



Stage 4- Actively Coach includes:

- Working with a teacher where it matters most- in their classroom.
- Using various strategies to support the teacher in the classroom to show **immediate improvement** for a skill.

What Will Your Role Be?



Reflect

Consider

1. How can coaching be used to support CTE teachers in your district?
2. What role can/will you play in coaching?
3. Are there other key players you can leverage to support coaching efforts? If so, who are they?



Closing & Adjourn

Objectives

During our time today we will:

- Describe how coaching can support CTE Educators in your district.
- Describe how coaching connects to the work you are already doing and what role you can play in supporting the implementation of coaching in your district.
- Describe how a common Vision of Excellent CTE Instruction supports larger department goals.
- Observe video of a CTE classroom in TN and make connections between the video, the coaching model and the Vision of Excellent CTE Instruction.

Fall Professional Development Provided by Career Cluster & CORE Consultants

Location	Date	Cluster	Consultant
Lenoir City H.S.	Nov. 3	STEM, Adv. Manu., IT	Deborah.Knoll@tn.gov
Hamblen County	Nov. 4	Trans. & Construction	Rachel.Allen@tn.gov
Washington County	Nov. 4	Agriculture	Steven.Gass@tn.gov
Dickson TCAT	Nov. 5	STEM	Ginger.Hollingsworth@tn.gov
Northfield	Nov. 5	Arts/ AV	Joy.Rich@tn.gov
Northfield (Spring Hill)	Nov. 6	Adv. Manu., Construction, Trans. & STEM	Joy.Rich@tn.gov
Sumner County	Nov. 11	Agriculture	Steven.Gass@tn.gov
Rutherford Co	Nov. 11	Business & Marketing	Anna.Ogburn@tn.gov
Shelby County	Nov. 17	STEM, Adv. Manu., IT	Deborah.Knoll@tn.gov
Gibson County	Nov. 18	Trans. & Construction	Rachel.Allen@tn.gov
Clarksville BOE	Nov. 18	Law & Government	Ginger.Hollingsworth@tn.gov
Northfield	Dec. 2	Agriculture	Joy.Rich@tn.gov
Dickson Co	Dec. 2	Hospitality	Ginger.Hollingsworth@tn.gov
Northfield	Dec. 3	Business, Mkt, Hospitality	Joy.Rich@tn.gov
Sumner Co BOE	Dec. 9	Construction	Ginger.Hollingsworth@tn.gov

Contact Information

Kesha.DeJarnett@tn.gov

Director of Talent Improvement

615-770-3870